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ABSTRACT

Special Vocational Services in Salt Lake City has provided food service training, using the facilities of a local high school and the University of Utah, to special needs youth meeting Job Training Partnership Act (JTPA) guidelines. The use of industry-based equipment, a formal dining room, and a qualified staff have assured relevant training to participants in occupations such as busperson, waiter/waitress, salad preparer, cook's helper, dishwasher, host/hostess, and cashier. In-class instruction begins with a state-approved food handler's course that leads to obtaining a food handler's permit. Other major instructional areas include basic cleaning and maintenance, equipment operation, and specialty training. In addition to the instructional staff, a job developer/placement specialist provides training in job-seeking skills and job retention skills, as well as individualized job search assistance and employer contacts. Employer incentives such as on the job evaluation, on the job training, and Target Jobs Tax Credit are coordinated with employers. Twenty-two students enrolled in the four-week program completed training, and received academic credit (as of June 30, 1984). Of these 22 students, 19 have been placed in competitive employment; 17 of the 19 were placed in training-related employment, and it is projected that 16 will maintain employment for a minimum of 30 days. Thirteen of the 19 students placed had no previous work experience, and 4 of the remaining 6 students had very limited (less than three months) work experience. (KC)

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CULINARY ARTS FOOD SERVICE
TRAINING PROGRAM

SUMMARY REPORT

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CE 040 412

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ACKNOWLEDGEMENTS

Special Vocational Services (SVS) wishes to extend its gratitude to the several individuals whose efforts ensured the successful operation of the Culinary Arts Food Service (CAFS) program.

We would like to thank J.D. Johnson, Director of the Employment and Training Division and Drew Petersen, Director of Columbus Community Center for their guidance, encouragement, and support throughout the year. Also, SVS appreciates the cooperation and assistance from the Private Industry Council and the Employment and Training Division.

Chris Julian, Jeanne Allsup, Rebecca Morgan and the certification staff offered flexibility and support, and very much contributed to the smooth operation and monitoring of the program.

Our thanks are also extended to Dale Manning, LaVar Sorenson, and Ann Bury of the Salt Lake City School District who were instrumental in allowing SVS to use the Tastre Restaurant training facility at South High School. Special thanks to Pat Johnston and Judy Davenport, Instructors at the Tastre Restaurant, whose dedication and long hours led to increase each student's skills and employment potential.

We would like to express our deep appreciation to the many employers throughout Salt Lake County who have enthusiastically become an integral part of CAFS. We would like to especially mention three employers who demonstrated extraordinary patience and commitment in providing opportunities for our students. Dick Scholl, who hired two students, took a chance on hiring a student with a multitude of problems and has gone beyond reasonable expectations ensuring this individual's successful employment. Norm Setters, who has hired two Targeted Jobs Tax Credit (TJTC) eligible students has found that our students can also be valuable assets to his restaurant. Tami and Gene Smith, co-managers have hired five of our students and have earned our utmost respect and gratitude. Other employers who deserve recognition for providing employment opportunities for our students include: Doren Cartmell, Andy Garcia, Kim Gilbert, Dennis Hall, Ed Hyatt, Dave Johnson, Randy Keenum, Ione Koukoulis, Mike Limantzakis, William Marinos, Steve Mitchell, Ken Norris, and Benny Yee.

Finally, we would like to thank Kristi Brandon whose assistance developing graphs and editing were invaluable.

A B S T R A C T

This program provided occupational skills training in Culinary Arts Food Service (CAFS). Handicapped students from the Salt Lake area were enrolled on an open-entry, open-exit basis until the 22 training positions were filled.

The program was sponsored by a Job Training Partnership Act (JTPA) grant awarded by the Wasatch Front South Private Industry Council. It was funded on the basis of prior demonstrated effectiveness for the nine month period, September 1, 1983 to June 30, 1984.

The classification system used to identify handicapped students was based upon guidelines as defined in the JTPA operator's handbook, and in addition was verified by local rehabilitation and school district personnel.

The food industry is one of the fastest growing areas in the state. This competency-based training program prepares individuals for the following occupations: Baker Helper, Cashier/Cook, Cashier I, Cashier II, Cook Helper, Cook-Restaurant, Cook-Institutional, Cook-Short Order, Counter Attendant, Host/Hostess, Kitchen Helper, and Waiter/Waitress.

The utilization of an existing restaurant training facility and the support of the local business community provided an opportunity for handicapped individuals to successfully pass state requirements for a State of Utah Food Service Worker's Permit and to gain the employment and training skills necessary to become self-sufficient.

As of June 30, 1984, 22 students enrolled, completed training and received academic credit. Of these 22 students, 19 have been placed in competitive employment; 17 of the 19 were placed in training related employment and it is projected that 16 will maintain employment for a minimum of 30 days. Also, it is interesting to note that 13 of the 19 students placed had no previous work experience, and 4 of the remaining 6 students had very limited (less than 3 months) work experience.

INTRODUCTION

This summary report is a short synopsis of the second year funding period's activities for the Culinary Arts Food Service Program (CAFS), which operated out of the Tastre Restaurant located at South High School. Following will be an analysis of the scope and nature of the program, operational problems, and recommendations for future programming based upon the experiences during the 1983/1984 fiscal year.

The goal of CAFS was to prepare 22 handicapped youths between the ages of 16 and 21 for occupations in the food service industry and to place them into competitive employment based upon their levels of ability.

PROGRAM DESCRIPTION

The training program operated three hours daily for a six week period. The program was competency based and individualized to meet each client's needs. Students progressed at their own rate and reached a competency level based upon their individual abilities. All students were required to pass a State of Utah Food Service Worker's Test.

Students could progress through the following four skill competency levels (See Appendix A for Certificate of Skill Competencies).

- Level I: Basic Cleaning and Maintenance
- Level II: Operation and Maintenance of Equipment
- Level III: Various Jobs Within Restaurants
- Level IV: Management Skills

The program operated as a simulated employment setting. Students were required to punch a time clock daily and exhibit appropriate work behaviors. Excellent attendance, punctuality, and work habits were rewarded by receiving priority job placement attention. All program completers earned academic credit.

PROGRAM SITE

The program was conducted in South High School's Tastre Restaurant. During the regular school hours, the Tastre is a vocational education foods class available to students at South High School. SVS gained permission from the Salt Lake City School District and South High School to run CAFS training after regular school hours, thus making it accessible to handicapped students throughout Salt Lake County.

This facility is furnished with industrial/commercial equipment and a formal dining room worth over \$300,000. The utilization of this existing training site alleviated the need to purchase expensive equipment and made this type of training a viable option for handicapped youth. The linkages developed between the Private Industry Council and the Salt Lake City School District have allowed for an efficient, cost effective training program.

STAFFING

The staff consisted of the Project Director, two food service instructors, and a Placement Coordinator (See Appendix B for Organizational Chart).

The Project Director was accountable for the operation of the Culinary Arts - Food Service training program. More specifically, duties involved supervising the instructors and the Placement Coordinator, budgeting, outreach, and dealing with administrative issues and concerns.

Two experienced instructors from South High School taught the food service training component of the program. These individuals have over five years of experience and have a proven record of providing relevant training in the food service area. The utilization of trained staff served to reduce training costs.

The Placement Coordinator was responsible for providing structured activities relating to job seeking skills (i.e., application completion, employment interviews, telephone skills, job seeking strategies) and ensured adequate, safe transportation to and from the training site. Furthermore, the Placement Coordinator performed outreach activities, made contacts with employers and matched handicapped students with available employment opportunities based upon the needs of employers and the students' abilities.

OUTREACH

Outreach activities consisted of contacting resource teachers throughout Salt Lake County, explaining the program and having them describe the training opportunity to their students. A list of interested students was thus compiled, the students and their parents - or guardians - were contacted by the Placement Coordinator and Director, a final list of interested students was assembled, appointments were made with the JTPA certification staff at Job Service, and the Placement Coordinator provided transportation for the students to ensure that they were certified. The Placement Coordinator was also responsible for gaining parental signatures for the JTPA certification forms. (See Table 1 for an enrollment breakdown by sex of students and the school districts from which they were referred. See Table 2 for enrollment breakdown by ethnic group.)

TABLE 1
ENROLLMENT FIGURES
by
SEX and SCHOOL DISTRICT
N=22

	MALE	FEMALE	TOTAL	% OF TOTAL
Granite	5	5	10	45
Jordan	1	2	3	14
Salt Lake City	4	3	7	31
Murray	0	1	1	5
Other	1	0	1	5
Totals	11	11	22	100

TABLE 2
ENROLLMENT DATA
by
ETHNIC GROUP
N=22

	MALE	FEMALE	TOTAL	PERCENT OF TOTAL
Caucasian	8	8	16	73%
Hispanic	2	3	5	23%
Native American	1	0	1	4%
TOTALS	11	11	22	100%

As can be reviewed in Table 3, this training program served 22 handicapped youth (16-21). Of these there were 3 in foster care, 3 offenders, 1 teenage parent and 1 teenage alcoholic.

TABLE 3
DEMOGRAPHIC DATA
N=22

CATAGORY	NUMBER	% OF TOTAL
Youth (16-21)	22	100%
Handicapped	22	100%
Alcoholism	1	5%
Teenage Parent	1	5%
Offender	3	14%
Foster Child	3	14%

PLACEMENT ACTIVITIES AND OUTCOMES

The placement component of the Culinary Arts Food Service training program consisted of two major divisions. The first consisted of services to clients while the second involved job development/employer contacts.

Services to clients included group job finding workshops which involved instruction concerning how to find job leads, how to contact employers, application completion, interviewing, and job retention skills.

The vast majority of handicapped youths are unaware of employment resources in the community. Thus, these students were provided with instruction which facilitated their search for job leads and job announcements (i.e., how to read the want ads, familiarization with Job Service, developing job leads).

The purpose of the employment application was presented to the students as the primary tool in gaining an interview. Often times, the application is the first contact an individual has with an employer and more often than not, this first impression means the difference between an interview and elimination from employment consideration. Thus, great importance was placed on proper, neat completion of applications.

Since telephone contact may also be the first contact with employers, proper telephone etiquette was taught and practiced using a tele-trainer and a written guide. The importance of politeness and a well thought out dialogue was stressed.

Students were also taught basic interviewing skills utilizing a variety of handouts and class discussions, and were required to demonstrate competency in a videotaped, simulated interview.

Furthermore, after completion of training, students were provided with individualized job seeking attention where appearance, attitude, and responses to interview questions were emphasized. Also, JTPA support services were utilized when needed to provide clothing that was required for employment.

An essential part of this placement program was a systematic approach for recruiting employers. Such an approach was modified and improved from the previous year's recruitment efforts, and served as an extremely effective tool in placing clients. A map provided by the Salt Lake County Surveyor was

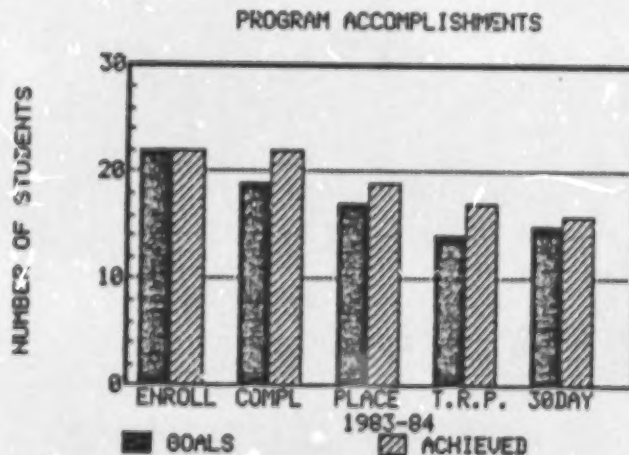
divided into zip code areas. Green pins were placed on the map to represent employer locations, while student's homes were identified by blue pins. Potential employers within close proximity to each student were then identified and contacted. Besides the visual representation, a computerized file for each employer who demonstrated moderate to high interest was developed so that contacts with employers could be easily recorded (See Appendix C for List of Cooperating Employers).

The Placement Coordinator explained the training program to employers and arranged appointments for clients. The clients were picked up and driven to their appointments, where the Placement Coordinator provided a more detailed description of the program to employers, and explained incentives to hire the students. These incentives are the Targeted Jobs Tax Credit (TJTC) and On-The-Job Evaluation (OJE) (See Appendices D and E for TJTC and OJE contracts).

As of June 30, 1984, 22 students enrolled, completed training and received academic credit. Of these 22 students, 19 have been placed in competitive employment; 17 of the 19 were placed in training related employment and it is projected that 16 will maintain employment for a minimum of 30 days (See Figure 1 for Summary). Also, it is interesting to note that 13 of the 19 students placed had no previous work experience, and 4 of the remaining 6 students had very limited (less than 3 months) work experience.

FIGURE 1

CULINARY ARTS FOOD SERVICE
SUMMARY OF ACCOMPLISHMENTS

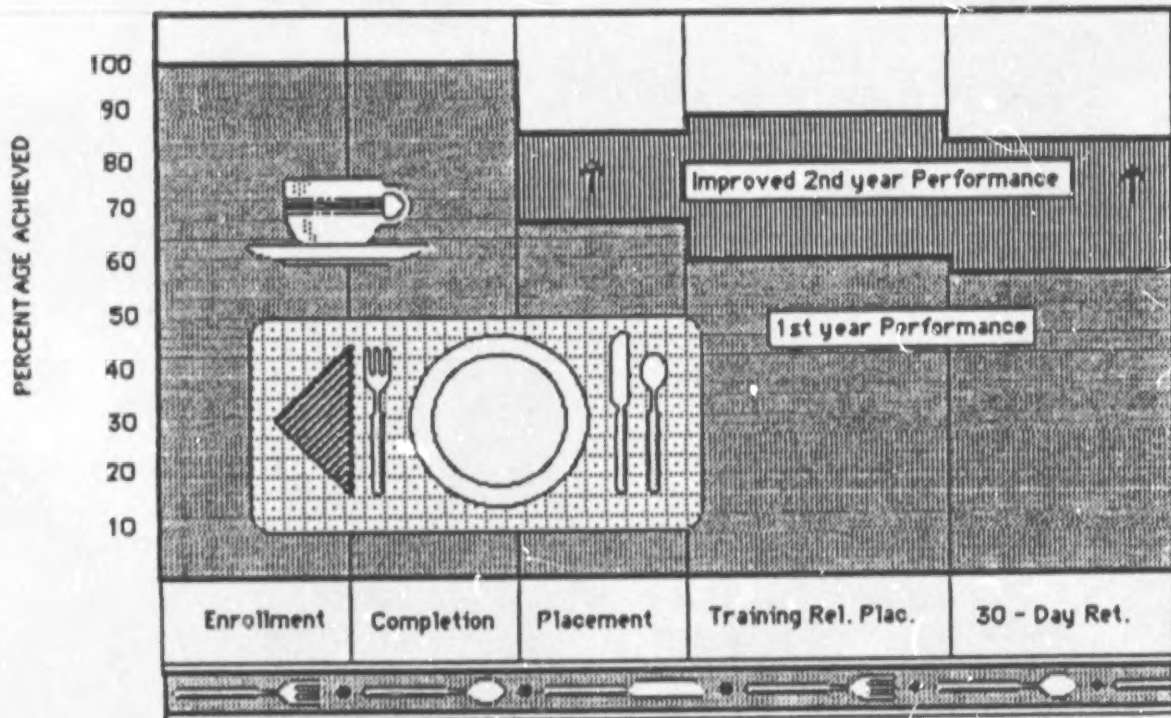


Below in Figure 2 is a comparison between the first and second operational years of the Culinary Arts Food Service Program.

FIGURE 2

Culinary Arts Food Service Program

COMPARISON OF FIRST YEAR AND SECOND YEAR PROGRAM ACCOMPLISHMENTS



CASE STUDIES

TOM

Tom is a 17 year old, Caucasian male with learning disabilities referred to the Culinary Arts - Food Service Training program from Granite High School. Tom performed satisfactorily throughout training and demonstrated exceptional punctuality and attendance. The Instructors and the Placement Coordinator believed he would encounter little difficulty in locating employment because of his maturity and previous restaurant training at the Hilda B. Jones Center. Some individual counseling was necessary in the areas of personal grooming and appearance, however. After the conclusion of the training program, and while the Placement Coordinator's attention was focused on other students, an opportunity arose; a busboy/dishwasher was needed immediately.

Due to the employer's urgent request and our high expectations of Tom, little explanation was given to the manager regarding the population served by our program. The interview was arranged and Tom was hired on the spot being told his hours would be from 4:00 until shortly after closing at 10:00. After only a few days, both Tom and his father were expressing reservations about Tom's continued employment at this restaurant due to the extension of the hours to midnight, the constant pressures on Tom to work harder, and their combined effect on Tom's school work. Speaking with the employer it was discovered that Tom's pace was much too slow for the volume of work. Furthermore, the reason he was having to work so late was due to his inability to complete his work load sooner. After counseling with the father and Tom and speaking separately with the employer, it was agreed that Tom was incapable of performing commensurate with the needs of the employer. It was further agreed that Tom be terminated.

Tom was T.J.T.C. certified with the assistance of the Job Service Office and an opening was located at Pizza Hut in Sandy where he was subsequently hired. Support service funds were utilized to obtain an appropriate pair of work pants. Initially, he began by washing the pots and pizza pie pans and after a short time progressed into preparation and production aspects.

Tom continues to enjoy employment at Pizza Hut, meeting the satisfaction of his employer after more than two months. It should also be noted that this employer has since requested and hired another student from the program.

TAMRA

Tamra is a 17 year old, unwed mother labeled behaviorally handicapped with a mild learning disability. Tamra was referred to Culinary Arts Food Service training program by a previous student. She attends an alternative school for unwed mothers in the Murray School District and presently lives at home with mother, child, and older sister. They are currently supported by an AFDC grant.

After receiving assistance with JTPA certification, it was initially believed she would excel due to the mildness of her disability, her strong need, and her desire to obtain employment. Throughout training, Tamra's performance was incongruent with expectations; attendance was irregular, attention span short, and in-class behavior flippant. It should be mentioned, however, that both her parole officer and high school teacher/counselor were impressed with Tamra's willingness to complete the program.

Because Tamra had no phone, she was advised to maintain close contact with the Placement Coordinator upon completion of training. For several weeks though, the only contacts with the Placement Coordinator were made through her parole officer who occasionally visited Tamra. Tamra was again instructed to call every other day to obtain the latest job openings. The pattern continued as Tamra neglected to make regular contact; consequently new job leads were filled by others.

It was later learned that Tamra had located employment in an oriental cafe and did not notify the Placement Coordinator. However, she did not maintain employment after the first day. Had the Placement Coordinator been aware of her employment difficulties, intervention may have assisted in the resolution of these problems. Thus, the lack of her initiative to maintain contact may have precluded successful employment. Invitations have been extended for further assistance, but at this writing remain unanswered.

GREG

Greg is an 18 year old, Caucasian male with severe learning disabilities related to an accidental gunshot wound through the right eye at age three. He presently resides in a foster home and attends high school at West High. Greg has low academic skills, reading at the third grade level. Greg is a cheerful individual with a bright sense of humor who also lacked appropriate grooming and overall appearance in the early stages of training.

Upon referral, Greg received assistance with JTPA certification and was enrolled into training. The Instructors commented that he compensated for his lack of reading skills with attentive listening skills and a willingness to learn. Upon satisfactory completion of training, he participated in the individualized job seeking skills course where attention was given to grooming and appearance.

An interview was arranged for four students, one of them being Greg, at a local McDonald's. Two students were to be selected; one student, believed to be among the easiest to place, was hired and after consultation with the shift managers, an invitation was extended to Greg to join the "family" at McDonald's. Greg responded with excitement, "You're kidding! You mean he wants me? All right!" The employer even absorbed the costs of having Greg's bicycle repaired to facilitate his work attendance.

Immediate and continuous follow up was provided, and it was found that Greg was performing very well. Not only was he working out better than the other student, he was in the words of the manager, "working circles around some of my other employees."

Greg has been given increased responsibility and continues to prove himself as a valuable employee. His appearance has improved as has his self image and after almost four months, he continues to work well at McDonald's. The employer's pleasure is best exemplified by his request for more students and his willingness to participate in the program's advisory committee.

RECOMMENDATIONS

In this report, we have attempted to summarize the components and procedures of the Culinary Arts Food Service Training Program's second year funding period, and provide an analysis of the results obtained.

After examining the strengths and weaknesses of CAFS, we propose several modifications. Every effort will be made to implement these recommendations to further improve this program's responsiveness to the needs of the students.

First, due to the difficulty for one individual to provide certification, outreach, teaching, placement and follow-up duties, we will examine the possibility of hiring a part time employee to perform the outreach and certification aspects of the program. This will allow the Placement Coordinator adequate time to evaluate each student's employment potential, which will in turn assist in the job development and placement process.

In addition, a representative from SVS will personally visit prospective students in their resource classrooms. It is hoped that this will provide for a more efficient recruiting effort of handicapped students.

We also propose to lengthen the training program, possibly dividing it into components or levels which reflect students' abilities.

To further assist the students' independence, we also propose to expand the curriculum to include functional life skills topics such as how to correctly punch a time clock and how to ride public transportation. We will work closely with the parents to allow their children this opportunity for personal growth.

Finally, it is our desire to issue a detailed evaluation, or progress report for each student, so that referring resource instructors are able to assist students in their deficit areas. Such areas which have surfaced during the two operational years of CAFS have included an inability to count change, poor auditory sequencing, and inappropriate interpersonal skills. It is believed that such coordination with and support from resource instructors will increase the job retention rate significantly.

APPENDIX A
CERTIFICATE OF SKILL COMPETENCIES



Tastre Restaurant

Certificate of Accomplishment

This Certifies That

Is competent in the specific skills shown on the back side of
this certificate

- _____ Entry Level Requirement - Food Handlers
- _____ Level One - Basic Cleaning & Maintenance Skills
- _____ Level Two - Operation & Maintenance of Equipment
- _____ Level Three - Varicus Job Skills Within a Restaurant
- _____ Level Four - Management Skills

Issued This _____ *Day of* _____ 19 _____

TEACHER

TEACHER/COORDINATOR



PRINCIPAL

DIRECTOR OF VOCATIONAL EDUCATION

CODING SYSTEM

- + = Competent
 ✓ = Exposure

Tastre Restaurant

COURSE PREREQUISITES**Entry Level Requirements**

- Complete a State approved Food Handler's Course
- Successfully Pass State Food Handler's Test

SKILL LEVEL ONE**Basic Cleaning and Maintenance Skills**

- Bussing Skills
- Three compartment sinks
- Storage Skills
- Scraping and loading dishes
- Operating the dishwasher
- Cleaning and Sanitize work areas
- Maintaining a safe working environment
- Chemicals used in food service.
- Laundry Skills
- Ironrite Skills
- Sweeping Skills
- Personal Hygiene Skills

SKILL LEVEL TWO**Operation and Maintenance of Equipment**

- | | |
|------------------------|---------------------------|
| Large Equipment | Small Equipment |
| — Grill | — French Knife |
| — Steamer | — Mellon Baller |
| — Fryer | — Juicer |
| — Soup Kettle | — Measuring Equipment |
| — Industrial Mixer | — Pastry tubes & coupling |
| — Conventional ovens | — Rolling pins |
| — Microwave ovens | — Spoons |
| — Warming Trays | — Ladles and Scoops |
| — Steaming tables | — Graters |
| — Proofing ovens | — Small mixers |
| — Salad bar | — Fry pans |
| — Ice cream machines | — Blenders |
| — Jacket Steamer | — Commercial can openers |
| — Cash Register | — Shake machines |
| — Garbage disposal | |
| — Fire Safety Skills | |

SKILL LEVEL THREE**Various job Skills within a Restaurant**

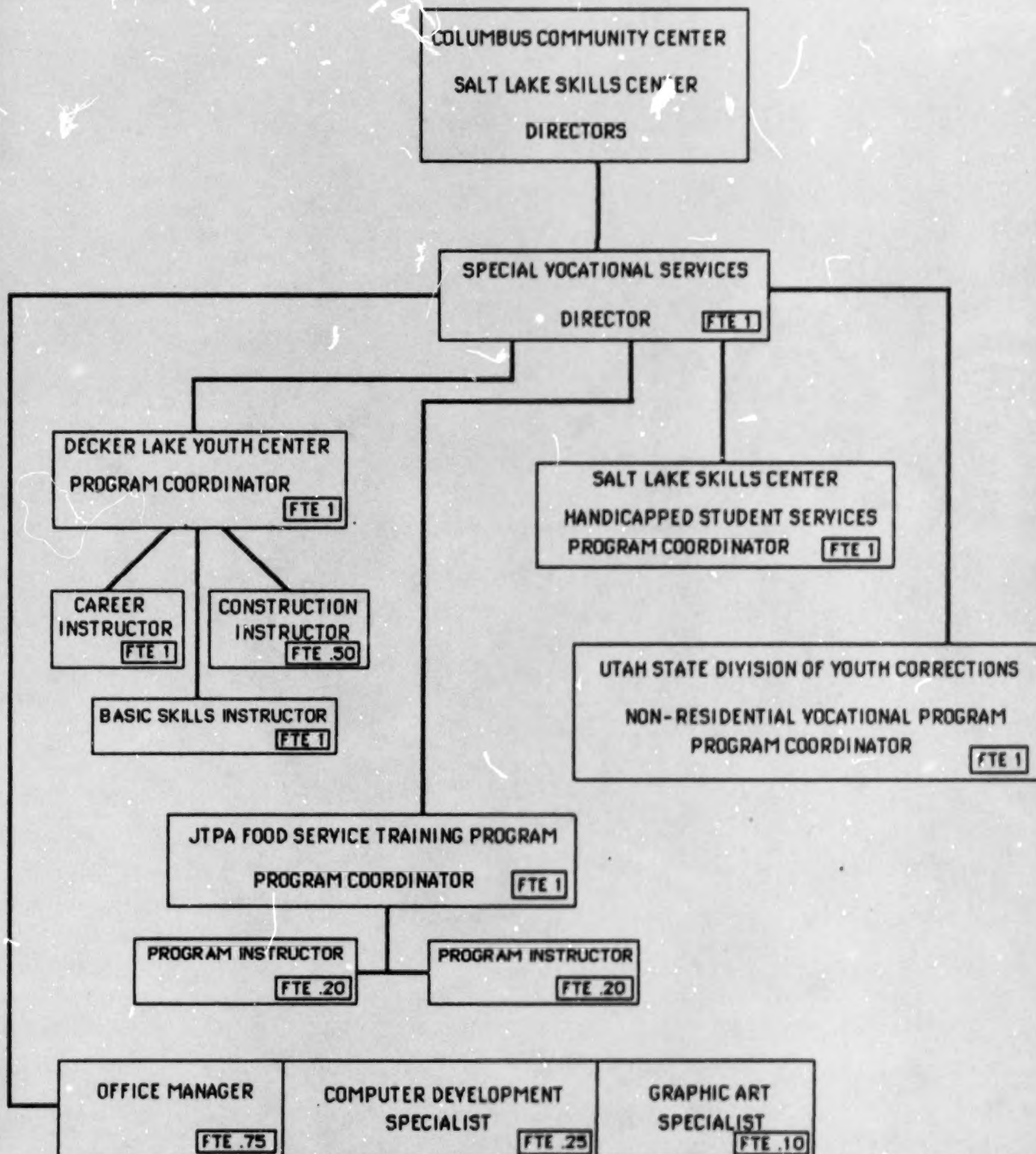
- Waiter/Waitress skills
- Salad person
- Bakery person
- Manager skills
- Sandwich person
- Fruits and vegetables skills
- Understanding weights
- Grill cook
- Beverage Person
- Desserts person
- Ordering skills
- Soup skills
- Sauce skills
- Recipe interpretation
- Measuring skills
- Garnish skills
- Employment Skills**
- Job Completion skills
- Job interview skills
- Employment skills
- Employee/employer skills

SKILL LEVEL FOUR**Management Skills**

- Receiving and storage
- Ordering skills
- Bookkeeping skills
- Programming cash registers
- Free enterprise skills
- Dining room manager
- Advertising skills
- Cash register balance skills
- Inventory skills
- First aid skills
- Reservation skills
- Marketing skills
- Chef skills
- Portion control skills
- Menu planning skills
- Catering
- Scheduling skills

APPENDIX B
ORGANIZATIONAL CHART

SPECIAL VOCATIONAL SERVICES ORGANIZATIONAL CHART JULY 1, 1984



APPENDIX C
LIST OF COOPERATING EMPLOYERS

COOPERATIVE EMPLOYERS

<u>Company</u>	<u>Industry</u>	<u>City</u>
Amelia's Restaurant	Restaurant	Salt Lake City
Arby's	Fast Foods	Sandy
		Salt Lake City
Arctic Circle	Fast Foods	Salt Lake City
		Sandy
		Midvale
Bennion Care Center	Institution	Murray
Bungalow Nursing Home	Institution	Salt Lake City
Burger King	Fast Foods	Taylorsville
		Sandy
Burger King/Greyhound	Fast Foods	Salt Lake City
Casa Del Sol	Restaurant	Salt Lake City
Chicken Broiler	Restaurant	Salt Lake City
CK Cummings Candies	Food Preparation	Salt Lake City
Cottonwood Hospital	Institution	Murray
Country Crisp Foods	Food Preparation	Salt Lake City
Denny's	Restaurant	Midvale
Der Ratskeller	Restaurant	Sandy
		West Valley
Duff's	Restaurant	Salt Lake City
EIBO's	Restaurant	Salt Lake City
Francesco's	Restaurant	Sandy
Godfather's Pizza	Restaurant	West Jordan
Greek Souvlaki	Fast Foods	Salt Lake City
Harmon's KFC	Fast Foods	Sandy
Holy Cross Hospital	Institution	Salt Lake City
L.D.S. Hospital	Institution	Salt Lake City
Luther's BBQ	Restaurant	Midvale
Lynn Wilson	Food Preparation	Salt Lake City
Marie Callenders	Restaurant	Midvale
Marriott In-Flite	Food Preparation	Salt Lake City
McDonald's	Fast Foods	Salt Lake City
Mrs. Field's Cookies	Food Preparation	Salt Lake City
New Horizons	Institution	Salt Lake City
Olympic Flame	Restaurant	Murray
Pioneer Valley Hospital	Institution	West Valley
Pizza Hut	Restaurant	West Valley
		Salt Lake City
		Sandy
Pizza Hut	Restaurant	Kearns
Pizza Oven	Restaurant	Sandy
Ponderosa Restaurant	Restaurant	Salt Lake City
Retirement Inn	Institution	Murray
Sizzler	Restaurant	Salt Lake City
Snow Shack	Food Preparation	Kearns
St. Mark's Hospital	Institution	Murray
Sugar Street Cafe	Restaurant	Midvale
Twin Pines	Institution	Salt Lake City

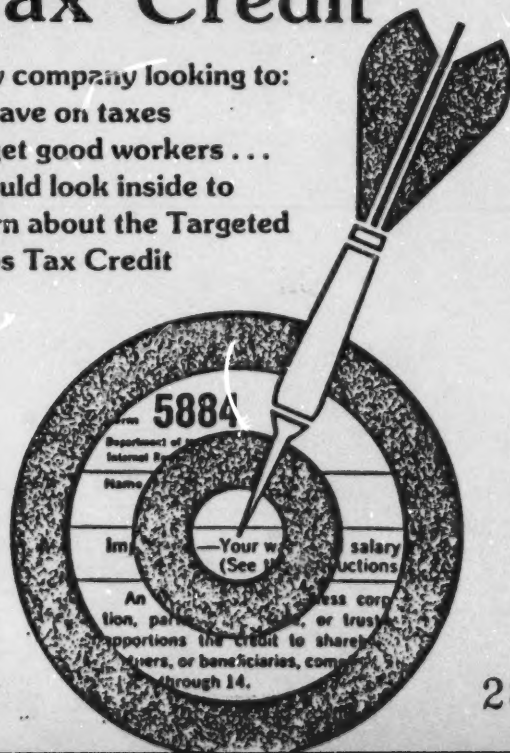
COOPERATIVE EMPLOYERS

<u>Company</u>	<u>Industry</u>	<u>City</u>
U of U Medical Center	Institution	Salt Lake City
U of U Student Housing	Institution	Salt Lake City
U of U Union Food Serv.	Institution	Salt Lake City
Utah Restaurant Assoc.	Institution	Salt Lake City
Waldo Peppers	Restaurant	Salt Lake City
Weinerschnitzel	Fast Foods	Sandy
Wendy's	Fast Foods	Salt Lake City
Western Sizzlin' Steak	Restaurant	Sandy
Winchell's	Food Preparation	Salt Lake City
Zaccheo's	Restaurant	Salt Lake City

APPENDIX D

TARGETED JOBS TAX CREDIT CONTRACT (TJTC)

❑ save on taxes
❑ get good workers ...
should look inside to
learn about the Targeted
Jobs Tax Credit



- ☐ General Assistance (welfare) recipients.
- ☐ Handicapped individuals referred by state vocational rehabilitation services and the Veterans Administration.
- ☐ Supplemental Security Income (SSI) recipients.
- ☐ Economically disadvantaged Vietnam-era veterans.
- ☐ Certain ex-offenders.
- ☐ Youth, 18-24, from economically disadvantaged families.
- ☐ Youth, 16-19, who are economically disadvantaged and participating in an approved cooperative education program.
- ☐ Work Incentive (WIN) participants and recipients of aid to dependent children (AFDC).
- ☐ Economically disadvantaged summer employees, 16-17 years of age, who have never worked for your company and work for up to 90 days between May 1 and September 15.

The paperwork is very simple. A new worker's eligibility for the credit is established with only two simple forms.

- ☐ A preliminary voucher stating that the worker appears to be eligible, and
- ☐ A final certification that the worker is eligible.

The voucher is prepared by your state Employment Security Agency (Job Service) or other local agencies or organizations, such as a Private Industry Council. Final certification is made by the Job Service office.

Later, at tax time, to claim the credit you need only file a two-sided form, "Internal Revenue Service Form 5884-Jobs Credit," with your federal income tax, covering all the TJTC employees you hire.

Since you already have established a file of final eligibility certifications and your company's payroll provides an employment record, no extra corporate paperwork is required.

First Year

	46% Tax Bracket	25% Tax Bracket	15% Tax Bracket
Gross Tax Credit	\$3,000 (50% of \$6,000)	\$3,000 (50% of \$6,000)	\$3,000 (50% of \$6,000)
Less			
Tax Effect of Reducing Payroll Cost by Tax Credit	\$1,380 (46% of \$3,000)	\$750 (25% of \$3,000)	\$450 (15% of \$3,000)
Equals			
Net Tax Benefit	\$1,620 (27% of \$6,000)	\$2,250 (37.5% of \$6,000)	\$2,550 (42.5% of \$6,000)

Gross Tax Credit	\$1,500 (25% of \$6,000)	\$1,500 (25% of \$6,000)	\$1,500 (25% of \$6,000)
Less			
Tax Effect of Reducing Payroll Cost by Tax Credit	\$690 (46% of \$1,500)	\$375 (25% of \$1,500)	\$225 (15% of \$1,500)
Equals			
Net Tax Benefit	\$810 (13.5% of \$6,000)	\$1,125 (18.75% of \$6,000)	\$1,275 (21.25% of \$6,000)
Two Year's Savings	\$2,430 (20.25% of \$12,000)	\$3,390 (28.25% of \$12,000)	\$3,825 (31.875% of \$12,000)

The lower the tax bracket, the higher the savings.

Gross Tax Credit	\$2,550 (85% of \$3,000)	\$2,550 (85% of \$3,000)	\$2,550 (85% of \$3,000)
Tax Effect of Reducing Payroll Tax by Tax Credit	\$1,173 (46% of \$2,550)	\$637.5 (25% of \$2,550)	\$382.5 (15% of \$2,550)
Equals			
Net Tax Benefit	\$1,377 (45.9% of \$3,000)	\$1,912.5 (63.75% of \$3,000)	\$2,167.5 (72.25% of \$3,000)

Targeted Jobs Tax Credit— it gives you a tax break . . . it gives a deserving person a job break

Chronic, high unemployment persists for many groups of workers. To help solve this problem, the U.S. Congress has extended the Targeted Jobs Tax Credit legislation.

When you hire from among nine categories identified in this legislation you give a person who needs a break the chance to become a productive wage-earner. In turn, you give your company a tax credit.

Because of the magnitude of the tax credit, some companies have awarded bonuses or other special recognition to employees who hire TJTC workers.

Targeted Jobs Tax Credit— it can mean thousands in savings

You, too, may find it's well worth while to take advantage of the tax credit that thousands of other companies are using when they hire certain disadvantaged workers. Why? You save taxes simply by hiring applicants from "targeted" categories. And there is virtually no limit to the number of these workers you can hire.

For example, if you hire eligible workers, your company will qualify for a tax credit that can be as much as \$3,000 per employee the first year that person is on the payroll and \$1,500 the second year.

The lower your tax bracket, the higher your savings, as the accompanying chart shows. And the more TJTC-eligible workers you hire, the more you save. For one large corporation, hiring 400 TJTC workers increased net profits by around \$1 million.

The law also contains an important provision for employers who hire youth during summer months. For eligible summer youth employees, you earn a tax credit of 85% of the first \$3,000 in wages paid that employee for up to 90 days between May 1 and September 15 (see accompanying example).

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Targeted Jobs Tax Credit— it keeps your business as YOUR business

The Targeted Jobs Tax Credit is only a small detail tied in with your normal filing of a federal tax statement. Claiming the credit does not expose your company to other federal government regulations.

No one will tell you that you must hire a particular person. You select the worker.

Even the manner in which an employee is certified as eligible is your choice. You can ask the employee to take care of the certification process, or you can assist. But on or before an employee's first day of work, you must make sure a written request for certification is on record with your local Job Service in order to claim the credit.

Targeted Jobs Tax Credit— it pays off with flexibility

Since the total claimed tax credit cannot be more than 90 percent of your company's yearly tax liability, unused credit may be carried back three years or carried forward 15 years.

Isn't it time for your company to pay less tax while hiring new, productive workers? You'll not only be adding to your company's bottom line but you will also be "Helping America Work."



For more information contact



Utah Department of Employment Security

A DIVISION OF THE INDUSTRIAL
COMMISSION OF UTAH

BLANDING 678-2244 200 East Center Street P.O. Box 631 Blanding, Utah 84511	MOAB 259-7124 91 East Uranium Avenue P.O. Box 580 Moab, Utah 84532
BRIGHAM CITY .. 723-5261 138 West 990 South Brigham City, Utah 84302	OGDEN 399-2161 2655 Adams Avenue P.O. Box 9820 Ogden, Utah 84409
CEDAR CITY 586-6585 106 East 2nd North P.O. Box 669 Cedar City, Utah 84720	PRICE 637-3031 685 East 2nd South P.O. Box AE Price, Utah 84501
PANGUITCH (S) 676-8893 565 North Main Street P.O. Box 289 Panguitch, Utah 84759	PROVO 373-7500 1550 North 200 West P.O. Box 1339 Provo, Utah 84603
CLEARFIELD 773-8380 1579 South State P.O. Box 835 Clearfield, Utah 84015	RICHFIELD 896-6491 65 South 1st East P.O. Box 688 Richfield, Utah 84701
DELTA 864-4545 252 West Main P.O. Box 506 Delta, Utah 84824	ROOSEVELT 722-2283 Route 2 P.O. Box 94-D Roosevelt, Utah 84066
FILLMORE (S) 743-5451 Millard County Courthouse P.O. Box 847 Fillmore, Utah 84631	SALT LAKE CITY 533-2400 1234 South Main Street P.O. Box 11750 Salt Lake City, Utah 84147
NEPHI (S) 623-0801 Juab County Complex P.O. Box 115 Nephi, Utah 84648	ST. GEORGE 673-3588 587 South 300 East P.O. Box 70 St. George, Utah 84770
EPHRAIM 283-4018 390 North Main P.O. Box 721 Ephraim, Utah 84627	KANAB (S) 644-5888 100 West Center P.O. Box 1268 Kanab, Utah 84741
HEBER 654-0360 81 South Main Street P.O. Box 158 Heber, Utah 84032	TOOELE 882-7700 7 South Main Street P.O. Box 1269 Tooele, Utah 84074
LOGAN 752-5381 446 North 1st West P.O. Box 307 Logan, Utah 84321	VERNAL 789-1211 1050 West Market Drive Vernal, Utah 84078

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**Certification of Youth Participating
in a Qualified Cooperative Education Program**
For the Targeted Jobs Credit Under Section 44B of the Internal Revenue Code

Certification initiated by (check one)

☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school

Telephone number

Address (Number and street)

City, State, and ZIP code

School system

Part II Employer

Name of business

Employer identification number

Address (Number and street)

City, State, and ZIP code

Employer representative

Title

Telephone number

Part III Student—Targeted Group E—(See Instruction A)

Name

Date of birth—student must be at least age 16,
but not yet age 20—(month, day, year)

Social security number

Address (Number and street)

City, State, and ZIP code

Student's first day on the job. (Must have been hired by you for the first time after September 26, 1978.)

Starting wage per hour

Dates of cooperative program of the student

Number of hours per week

From (date)

to

Part IV Certification by the School (See Instruction B for Definitions)

I certify that the student named in Part III is a "youth participating in a qualified cooperative education program;" the school named in Part I is a "qualified school;" and the cooperative education program of the school in which the student is enrolled is a "qualified cooperative education program."

Name of certifying officer (type or print)

Title

Date

Signature ►

Part V Signature of Employer (See Instruction C)

I certify that this information is correct and true to the best of my knowledge. This form is for obtaining the benefits of the Targeted Jobs Tax Credit under section 44B of the Internal Revenue Code. I understand that my credit for employing the student named in Part III will end if this certification becomes invalid.

Date

Signature ►

Instructions

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), a qualified school must certify in writing that the student meets the conditions in B(1) below. The school may meet the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the targeted jobs credit for qualified wages paid or incurred after December 31, 1978, to the student named in Part III of the form.

The school must prepare Parts I through IV of Form 6199 in triplicate. The original of the form is given to the employer. One copy is given to the Central State Employment Security Agency for the state in which the school is located. The remaining copy is kept by the school for its records.

B. Definitions

(1) **Youth Participating in a Qualified Cooperative Education Program.**—The term "youth participating in a qualified cooperative education program" means any individual who meets the following conditions:

- (i) is age 16 but not yet age 20, (Note: An individual age 19 will be treated as a youth participating in a qualified cooperative education program only for wages paid or incurred after November 26, 1979.),
- (ii) has not graduated from a high school or vocational school, and
- (iii) is actively pursuing a qualified cooperative education program, and
- (iv) is certified in writing by the school taking part in the program.

(2) **Qualified School.**—The term "qualified school" means:

- (i) a specialized high school principally for vocational education,
- (ii) the department of a high school principally for vocational education, or
- (iii) a technical or vocational school principally for vocational education of persons who have completed or left high school.

A school which is not a public school is a qualified school only if it is exempt from tax under section 501(a) of the Internal Revenue Code.

(3) **Qualified Cooperative Education Program.**—See section 51(d)(8)(B) of the Internal Revenue Code and the related regulations for the definition of a qualified cooperative education program.

C. Instructions for Employer

(1) For tax years ending after December 31, 1978, the qualified first year wages or qualified second year wages paid to the employees certified as youths participating in a qualified cooperative education program are entered on the "Targeted Group E" line(s) of IRS Form 5884, Jobs Credit.

(2) On receiving the form from the school, the employer must sign Part V certifying that the information on the form is correct before he or she can claim the targeted jobs credit for wages paid to the student named on the form. The employer must keep Form 6199 for tax purposes.

(3) For more information on claiming the Targeted Jobs Credit for Youth Participating in a Qualified Cooperative Education Program, see Publication 906, Targeted Jobs and WIN Credits.

APPENDIX E
ON THE JOB EVALUATION CONTRACT (OJE)

ON THE JOB EVALUATION (OJE)

PURPOSE: To evaluate the performance of a special needs high school student in a Community Based Setting.
To provide a special needs student an opportunity to demonstrate one's ability.
To provide the employer a low risk opportunity to scout potential employees.

TERMS OF THE ON THE JOB EVALUATION (OJE)

(In compliance with Department of Labor Standards)

1. The trainee (student) will be oriented to the tasks, equipment and skills necessary to perform OJE assignments. The trainee (student) should perform the same tasks as a regular employee.
2. The trainee (student) should not replace a regular employee but will work under their close supervision.
3. The trainee (student) is covered by the Columbus insurance policy with the Ideal National Insurance Company.
4. Evaluation should last no longer than five working days but may be terminated at any time by the employer.
5. The employees with whom the trainee (student) will be working should be informed of the purpose of the project.
6. OJE is for the benefit of the trainee (student). It measures Job Readiness, and does not necessarily entitle the trainee (student) to a job at the conclusion of the evaluation period.

TRAINEE (STUDENT) SIGNATURE _____ DATE _____

EMPLOYER'S SIGNATURE _____ DATE _____

SPECIAL VOCATIONAL SERVICE'S
STAFF SIGNATURE _____ DATE _____

FOOD SERVICE TRAINING PROGRAM
Salt Lake School District
Special Vocational Services
431 South 600 East
Salt Lake City, Utah 84102
PHONE NUMBER 533-8512

NAME OF TRAINEE _____
ADDRESS _____
ZIP CODE _____ PHONE NO. _____

NAME OF EMPLOYER _____
ADDRESS _____
ZIP CODE _____ PHONE NO. _____
PERSON PERFORMING EVALUATION _____
TITLE/DEPARTMENT _____

JOB TITLE _____
TASKS _____

Could trainee function as a regular employee? If so, how much additional training time is required? _____

If trainee could not function as a regular employee please detail his/her weaknesses. _____

1. Very Good (level commensurate with current employees)
2. Good (level above what is expected of new employees)
3. Fair (level is common with what is expected of new employees)
4. Poor (slightly below what is expected of new employees)
5. Very Poor (level considerably below what is expected of new employees)

	1	2	3	4	5
APPEARANCE					
ATTENDANCE					
PUNCTUALITY					
TASK COMPLETION					
WORKS WITHOUT SUPERVISION					
FOLLOWS INSTRUCTIONS					
ACCEPTS CRITICISM					
INTERACTS WITH OTHERS					
HONESTY					
PRODUCTION RATE					
PRODUCTION QUALITY					
ADAPTABILITY					

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LEE MARTINEZ
PLACEMENT COORDINATOR
SPECIAL VOCATIONAL SERVICES
431 South 600 East #123
SALT LAKE CITY, UTAH 84102
OFFICE: (801) 531-9310 EXT. 317
HOME: (801) 973-9437

CULINARY ARTS - RECIPE FOR SUCCESS

POPULATION SERVED: HANDICAPPED YOUTH

Special Vocational Services has provided food service training utilizing the facilities at a local high school and the University of Utah, to special needs youth meeting JTPA guidelines. The use of industry based equipment, a formal dining room, and a qualified staff have assured relevant training to participants in such occupations as Bussperson, Waiter/Waitress, Salad Prep., Cook Helper, Dishwasher, Host/Hostess and Cashiering.

In-Class instruction begins with a State approved Food Handler's course which leads to obtaining a Food Handler's Permit. Other major instructional areas include Basic Cleaning and Maintenance, Equipment Operation, and Speciality training.

In addition to the instructional staff, a job developer/placement specialist provides training in job seeking skills and job retention skills, as well as individualized job search assistance and employer contacts. Employer incentives such as On the Job Evaluation (OJE), On the Job Training, and Targeted Jobs Tax Credit (TJTC) are also coordinated with employers.

PROGRAM DESCRIPTION

AGENCY: SPECIAL VOCATIONAL SERVICES
431 South 600 East
Salt Lake City, Utah 84102
533-8512 Contact Persons-Laura Baxted
Margo Payne

TYPE OF TRAINING: CULINARY ARTS - COMMERICAL/INSTITUTIONAL
FOODS

OCCUPATIONS: BUS PERSON, WAITER/WAITRESS, COOK,
HOST/HOSTESS, CASHIER, DISH MACHINE OPERATOR

NUMBER SERVED: 46 INDIVIDUALS WITH SPECIAL NEEDS (AGES 16-21)

PROGRAM LENGTH: 60 TOTAL PARTICIPANT HOURS

TRAINING SITE: UNIVERSITY OF UTAH, UNION BUILDING
SALT LAKE CITY, UTAH 84112

TRAINING TIMES: SESSIONS WILL BE HELD DURING THE AFTERNOONS AND
EVENINGS, MONDAY THRU SATURDAY. JOB TRAINING
WILL LAST FOUR WEEKS.

PROGRAM DESCRIPTION:

Special Vocational Services is currently providing career preparation and skills training services for individuals with special needs, under contracts with the Utah State Office of Education-Division of Vocational Education, and Salt Lake County Employment and Training Administration.

Special Vocational Services is a cooperative branch of two major public agencies: The Salt Lake Skills Center and Columbus Community Center. Special Vocational Services along with both parent organizations have a history of providing nationally recognized cost-effective programs meeting the educational and training needs of handicapped/disadvantaged individuals.

With cooperation from the University of Utah, Special Vocational Services has developed a vocational training program utilizing the University Union food service facility. Training sessions will be held in the early afternoons and evenings. This program allows individuals with low incomes and special learning requirements to take advantage of this training opportunity. The University of Utah requires that the majority of the students

attend training sessions between the hours of 12:00-3:00pm.

The use of industry-based equipment, a formal dining room, and a highly qualified staff provides assurance that the participants will receive relevant training in skills that transfer to a variety of occupations in the commercial food industry; bus person, dish machine operator, waiter/waitress, cooks, host/hostess. With additional training or experience, trainees have excellent upward mobility into low and middle level management positions.

Classroom activities include: Completion of a State approved Food Handler's Course, weights and measurements, recipe interpretation, cash register balance skills, menu planning skills, portion control skills and restaurant management skills. Field experience includes actual work within the training facility and experience within the community. Specific Skills include Basic Cleaning and Maintenance Skills, Operation and Maintenance of Equipment: Grill, Steamer, Fryer, Proofing Ovens, Ice cream machines, etc. Participants will be expected to complete both classroom and field experience portions of the training program.

In addition to the instructional staff a Job Placement Coordinator will provide individual job search assistance to every individual who completes the program. These services will include: at least twenty hours of training in Job Seeking Skills, arrange On-The-Job-Evaluations of the participants, coordinate employer incentive programs such as On-The-Job-Training and the Targeted Jobs Tax Credit Program (TJTC), and provide supportive services as needed by either the employer or employee.

Any participant who desires, will be eligible to receive high school academic credit for completing this training program. In addition, all trainees will upon completion receive a certificate describing the specific skills the individual has shown competency in, and a Food Handler's Permit issued by the Utah State Department of Health.

Trainees will receive pay for hours worked during the training program. However, each participant must provide his/her own transportation to and from the University of Utah training site. The job placement coordinator will assist the students in finding the correct buses and following bus procedures.

Being able to obtain and maintain meaningful employment influences how individuals perceive their self-worth and feel about their environment. By providing an educational and training opportunity for individuals with little or no income, Special Vocational Services removes an obstacle normally preventing these individuals from becoming self-sufficient.

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SPECIAL VOCATIONAL SERVICES

Special Vocational Services (SVS) is a cooperative branch of two major public agencies: The Salt Lake Skills Center and the Columbus Community Center. SVS along with both parent organizations, has a history of providing nationally recognized cost-effective programs meeting the educational and training needs of handicapped and disadvantaged individuals.

PROGRAMMING

SVS is currently operating four separate programs: a Career Development Program at the Decker Lake Youth Center sponsored by the Utah State Office of Education/Youth-in-Custody, a Culinary Arts-Food Service Training Program at the University of Utah for handicapped youth funded through the Private Industry Council by the Job Training Partnership Act (JTPA), a Student Advocacy Program for handicapped individuals attending skills training at the Salt Lake Skills Center funded by the Utah State Office of Education/Division of Vocational Education, and a Non-residential Vocational Training Program through the State of Utah/Division of Youth Corrections.

The Decker Lake facility is representative of the new concept in youth corrections which involves the re-socialization of juvenile offenders. The facility is a maximum security institution located at 2770 S. 2310 W. Programming within the facility consists of a treatment component, a recreational component, evening guests from the community, and an educational component. Treatment plans are developed by the student and the counselor and follow contingency contracting as a means of behavioral change. Recreationally, athletic teams have been formed, tournaments with other youth facilities have been organized, and movies are frequently shown on Video Cassette Recorders. Guests who have visited Decker Lake include a representative from the Hogle Zoo, the JTPA Training and Outreach Coordinator, John Drew of the Utah Jazz, a silk screening artist, and food service representatives who taught the Utah State Food Handler's course and issued Food Handler's permits to those who passed the written Food Service Worker's Examination. The educational component consists of individualized English, Mathematics, and Ethics courses in addition to the Career Development, Vocational Evaluation, and Community Placement components which SVS sponsors in conjunction with Granite School District.

With cooperation from the University of Utah, Special Vocational Services has developed a vocational training program utilizing the University Union food service facility. Training sessions

will be held in the early afternoons and evenings. This program allows individuals with low incomes and special learning requirements to take advantage of this training opportunity. The University of Utah requires that the majority of the students attend training sessions between the hours of 12:00-3:00 p.m. The use of industry-based equipment, a formal dining room, and a highly qualified staff provides assurance that the participants will receive relevant training in skills that transfer to a variety of occupations in the commercial food industry; bus person, dish machine operator, waiter/waitress, cooks, host/hostess. With additional training or experience, trainees have excellent upward mobility into low and middle level management positions.

Special Vocational Services, in conjunction with the Utah State Office of Education and the Salt Lake Skills Center provides an advocacy service (Handicapped Student Advocacy) to individuals with disabilities who are sponsored in skills training by the Division of Rehabilitation Services. Services include providing visitations to the Salt Lake Skills Center, where clients receive personal tours, and a general orientation about the requirements of the specific training programs on campus. Also the Disabled Student Advocate is in contact with each student's Rehabilitation Counselor providing the counselor with individual progress reports on a monthly basis throughout the training period, and is available to troubleshoot problems/concerns which may arise during the training. The Student Advocate also provides individualized job placement/job development for disabled clients who complete training. This program represents a new era of cooperation between the Division of Rehabilitation Services and the major skills training institution of Utah, and a commitment on the part of the Salt Lake Skills Center to provide quality training for individuals with disabilities.

The Community Based Non-Residential Vocational Program for delinquent youth is a pilot program funded through the Division of Youth Corrections, Region II, which encompasses the Salt Lake valley. It has a funding capacity for four clients at a time focusing primarily on the vocational needs of chronic youth offenders. The program entails an intensive vocational assessment to identify areas of strengths and skills. This information is utilized in developing an individual program plan tailored to each's particular needs. Restitution work is also arranged for those needing to pay off fines or restitution. Moreover, the restitution work serves as an opportunity to observe the client in the work setting and identify work habits needing attention. Classroom instruction includes general job seeking skills as well as job retention skills. Specific topics

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include areas such as filling out applications, resumes, interviewing skills, and public transportation, among others. All efforts are extended to assist clients finding appropriate training or employment. Clients' progress will be monitored closely until it is deemed no longer necessary.

CONTACT PERSONS

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Career Coordinator
Decker Lake Youth Corrections Facility
972-8414

Laura Baxted
Program Coordinator
JTPA Culinary Arts Food Service Training
531-9310 Ext. 387

Terry L. Armstrong
Coordinator
Handicapped Students Services
531-9310 Ext. 390

Lee Martinez
Coordinator
Non-Residential Vocational Training
531-9310 Ext. 317

Bo Hall
Director
Special Vocational Services
533-8512

AGENCY PRESENTATIONS

THE GUIDANCE INFORMATION SYSTEM AND THE UTAH EMPLOYER FILE - Utah State Vocational Guidance Conference on the Future and the Computer, Salt Lake City, Utah, September, 1983.

DATA ASSESSMENT SYSTEM - Microcomputers and High Technology in Vocational Education Conference, Madison, Wisconsin, August, 1983.

MOBILE CAREER EXPLORATION UNIT - American Vocational Association Annual Convention, Special Needs Division, St. Louis, MO, December, 1982.

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CAREER ASSESSMENT: A SCHOOL BASED APPROACH - Salt Lake City School District, Salt Lake City, Utah, October, 1982.

HOW TO ACCOMMODATE HANDICAPPED STUDENTS IN A REGULAR CLASSROOM: ESTABLISHING A SYSTEM OF SUPPORT - Salt Lake City School District, Salt Lake City, Utah, April, 1982.

AGENCY PUBLICATIONS

Armstrong, T. and Hall, B. Salt Lake Skills Center - Handicapped Advocacy Program: Summary Report, Salt Lake City, UT: Special Vocational Services, 1984.

Phelps, S., Hall, B., and Armstrong, T. Decker Lake Youth Center - Career Development Program: Summary Report, Salt Lake City, UT: Special Vocational Services, 1984.

Martinez, L., Armstrong, T., and Hall, B. Culinary Arts Food Service Training Program: Summary Report, Salt Lake City, UT: Special Vocational Services, 1984.

Phelps, S. and Hall, B. Vocational Education Support Program: Summary Report, Salt Lake City, UT: Special Vocational Services, 1983.

Hall, B. et al, Culinary Arts Food Service Training Program: Summary Report, Salt Lake City, UT: Special Vocational Services, 1983.

Hall, B. Test Scoring and Data Collection Program, Salt Lake City, UT: Special Vocational Services, 1983.

Phelps, S. and Hall, B. Mobile Career Exploration Unit: Employability Handbook, Salt Lake City, UT: Special Vocational Services, 1982.

Hall, B. and Phelps, S. Mobile Career Exploration Unit: Summary Report, Salt Lake City, UT: Special Vocational Services, 1982.

Hall, B. Resource Vocational Program 1979-80 Summary Report, Salt Lake City, UT: Special Vocational Services, 1980.

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